

What do third year medical students find useful when receiving peer feedback after taking a clinical history?

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**Background:** Research suggests that students find the promptness and volume of peer feedback useful (Norcini, 2003). However there is no study looking specifically at the content of peer feedback, and what components of it are found useful. This UK medical school has incorporated peer feedback into a Student Selected Component (SSC) in the third year of the undergraduate medicine programme. This SSC involved students taking a clinical history from a patient whilst being observed by a peer who filled in a peer feedback form. The student taking the history reviewed the feedback and reflected on it.

**Summary of work:** A random sample of 30 written reflections were analysed using a Framework analysis to highlight what students found useful and less useful. A random sample of 50 peer feedback forms were thematically analysed.

**Summary of results:** Interim findings suggest that peer feedback is mainly observational, rather than constructive. However, it is suggested that students do value these observations.

**Conclusions:** Peer feedback is useful, and should be used more and with faculty support. However, more feedback training is needed for students to give constructive comments.

**Take-home messages:** Peer feedback is useful for reflective training and could be incorporated into medical education more. However, more training is needed for students providing peer feedback.

6BB/8 (11261)

What do new undergraduate medical and veterinary students understand by the term feedback? Does a year of education affect their views?

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**Background:** This study looked at which activities new students considered to be feedback and whether this changed after a year. Staff put effort into providing feedback and yet student evaluations of feedback are low. This is of pedagogical and reputational concern. UK university reputations are closely linked to their scores on the National Student Survey (NSS). Feedback is one of the lowest rated categories on the NSS.

**Summary of work:** A questionnaire was administered to first year undergraduate students at SGUL and the RVC (n=399). It comprised 11 closed questions on definitions and usefulness of feedback and 2 open questions exploring previous experience and expectations of university. The questionnaire was repeated at SGUL with the same cohort in year 2, using the same closed questions and new open questions on the experience of first year (n=182). Focus groups provided qualitative data.

**Summary of results:** Students were more likely to consider activities that were both direct and personal as feedback. Previous experience of feedback has a complex relationship to current perceptions, influencing expectations of both difference and similarity. Similar results were obtained in year 2.

**Conclusions:** Students' definitions of feedback may differ from staff definitions.

**Take-home messages:** Address this via explicit teaching on forms and uses of feedback.

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6BB/9 (11943)

The integration of PHS with web-based feedback to promote mutual feedback in clinical medical education

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**Background:** Feedback constitutes an essential component in medical education. Trainees desire more frequent and periodic feedback from preceptors in order to improve their performance, but little or no feedback may occur. More preceptors would also like to provide an effective and timely feedback, which is often interrupted by the busy clinical situation.

**Summary of work:** In recent four years, we developed a web-based feedback system integrated with the personal handy-phone system (PHS) to promote mutual feedback between medical trainers and trainees.

**Summary of results:** Using this system, 54498 instances of feedback were given to 1468 medical students from July,

2008 to June, 2011. Inadequate performance was recognized in 230 students (15.7%). After supplemental education, 202 students (87.8%) were considered to be qualified again. Conclusions: The integration of PHS with web-based feedback could effectively promote mutual feedback, especially in a busy clinical scenario. It could also serve as an alarm to provide a timely supplemental education in trainees with inadequate performance.

Take-home messages: A delicate integration of current PHS and on-line system could provide another useful tool for educational feedback.

#### 6BB/10 (12036)

Development of multiple choice question (MCQ) pool software

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Background: Whereas multiple choice question (MCQ) test is one of the best assessments for medical students, collection of the items is needed for creation of a test in each examination. MCQ items sent by medical teachers should be confirmed by the medical assessment committee. Then selection of MCQ items depending on topics and subtopics should be done for each new test. All these tasks should gain benefits from an online software as pooling of MCQ items for medical teachers.

Summary of work: 5 options one best answer MCQ pool software is designed for working online all of the tasks in creation of MCQ test including sending, editing, confirmation, collecting and selecting items. Development tools include PHPMaker 9.0.2, PHP scripts and MySQL database.

Summary of results: An online web application for MCQ pool is developed with full features including the following tasks: sending items from medical teachers, editing and confirmation by medical assessment committee, selecting items depend on varying amount needed by designed topic and subtopic, re-arranging options within each items, creating of MCQ test for a new examination and advanced security for working online securely.

Conclusions: An online web-based application for working with MCQ test should help medical teachers creating there MCQ test easily and rapidly with reliable and advanced security.

Take-home messages: This MCQ pool software will be released as GPL open source application soon. Public collaboration in development of the tool should be benefits for all of medical teachers.

#### 6BB/11 (12972)

Online examination as a substitute for traditional paper and pencil examination in a medical terminology course

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Background: Online quizzes are not used assessment in Bushehr University of Medical Sciences. It was the first time that we used an online examination system to

Summary of work: Thirteen medical librarianship students took part in the midterm examination of medical terminology course. The questions were 40 multiple choices selected randomly from a pool of questions by the software. The students were free in selecting the place of examination

examiners. The examination time was 30 minutes and each student was eligible to enter once during a 5 hours period in one specified day. Also they completed a questionnaire about their attitude toward the exam.

Summary of results:

More than 80% stated available computers and internet speed were not suitable for taking the examination. Only 27.3% found the examination distressing. Also 73% stated non-presence of an examiner was effective in reducing their anxiety. Only 36% of students found the online exam as an opportunity that increased cheating rate. Fifty five percent of students stated the online exam was advantageous for them. Conclusions: Multiple choice online quizzes are a suitable

formance in medical terminology course. However preparing the infrastructure for better execution of the exam is necessary.

Take-home messages: Online exam is a suitable tool for student assessment.

#### 6CC e-Posters: Virtual Patients and eCase Studies

##### 6CC/1 (12694)

Virtual Patients with Rare Diseases: good for health professionals and good for patients

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Background: Most Virtual Patients (VP) are aimed for health professionals. At the University of Southampton we